

CURRICULUM

H  
69  
A327  
1965

ALTA  
300  
1965  
Gr12

CURR HIST  
CUR

CURR



35)  
1965  
Gr 12

C1

STATEMENT CONCERNING SOCIAL STUDIES 30 (Sen. H. Sob)

September, 1965

Developments since 1955 in areas related to the subject matter of Social Studies 30 should be given due consideration in the course during 1965-66. Valuable information is available in a Supplement to the textbook which is available at the School Book Branch for twenty cents; all students should have a copy of this booklet to accompany the textbook. This will appear to expand the requirements of the course. However, it is suggested that the emphasis may be lessened on certain topics in order to provide for the expansion of other topics and the introduction of new material. The following outline indicates topics where some revision is required.

UNIT I. The Influence of Geography on the Development of Canada

The material listed below might augment the information indicated in the textbook, CANADA IN THE MODERN WORLD, and the SUPPLEMENT to be used with the textbook.

- A. Page 5. Canada is now regarded as the second largest country in the world, exceeded in size only by the U.S.S.R.

U.S.S.R. - 8,598,678 sq. mi.  
Canada - 3,845,774 sq. mi.  
Communist China - 3,768,726 sq. mi.  
U.S.A. - 3,608,789 sq. mi.  
(Encyclopaedia Britannica)

- B. Page 12. Utility of each area might be indicated.

- C. Page 27. Air transportation might be indicated.

- D. Page 28. Inuvik, the Northern Post.

When foundations of buildings constructed on permafrost began to sink, the federal government decided to transfer its northern service and administrative center, Aklavik, to more solid ground. The original proposal to move buildings and homes proved costly, and thus Aklavik was totally abandoned, and at Inuvik, not far away, a new town was built complete with its R.C.M.P. post, northern service and administrative offices, schools, hospital and weather and radio stations.

- E. Page 31. The Trans-Canada Highway

By the end of World War II with the increase in long-distance vehicle traffic, a highway from coast to coast became an urgent requirement. Federal-provincial conferences resulted, in 1949, in the Trans-Canada Highway Act setting out a plan for a highway to follow the shortest and best route through each province. The highway, opening this year, has two paved lanes each 22 feet in width. It has been built to the following specifications: shoulders having a minimum of five feet in width, gradients with a maximum of 6% and curvatures a maximum of 6 degrees.



The construction of the 4,876 highway stretching from St. John's, Newfoundland to Victoria, British Columbia, has been difficult because of geographical obstacles such as rock, muskeg and heavy forest. The ninety miles between Golden and Revelstoke has provided the engineers with problems necessitating the development of techniques to cope with snow and rock slides.

Like the earlier construction of pipe lines and the Trans-Canada railways this longest paved highway in the world is another example of determination to promote national unity in spite of high costs and geographic obstacles.

F. Pages 65 - 66. A New Railway to the Last Frontier

A recent example of the "roads to resources" into the third frontier region of Canada is the railway line now under construction which parallels the Mackenzie River to Hay River with a proposed extension to Pine Point. This line will provide opportunity to tap the zinc and lead deposits at Pine Point. The completion of this railway as extensions of the C.N.R. and N.A.R. will indicate the first thrust by rail into the Northwest Territories.

Consideration of transportation routes might include the terminals of C.N.R., C.P.R., N.A.R., P.G.E. and the Q.N.S. & L. Railways. As well as the Trans-Canada Highway, the Alaska Highway and the Hay River-Yellowknife Highway should be noted. Inter-continental air routes and the petroleum and natural gas pipe lines should also be mentioned.

UNIT II. Canada and International Trade

Attention to recent developments might include:

A. Economic trade policies of

1. Liberals - M. King (1945 - 1948)  
- L. St. Laurent (1948 - 1956)
2. Conservatives - Diefenbaker (1957 - 1958)  
(1958 - 1962)

B. Canada's place in world trade. Chapter VI -

1. References such as the current edition of the Canada Yearbook would provide revised figures for the tables used in pp. 102-118.
2. Information on recent trade relationships should supplement that of pp. 125-129.

C. Post War Problems of Canadian Foreign Trade (World War II)

1. Conversion or Change

- (a) From wartime to peacetime production. e.g. jeeps to automobiles.
- (b) From primary to much secondary industry: during War II Canada became an important manufacturing nation including products of the machine tool industry.
- (c) From old to some new markets. Britain and the rest of Europe devalued currencies thereby cutting imports from Canada; Canada turned (in part only) to Latin America and Asia.
  - i) Marshall Aid and NATO temporarily helped Britain and Europe to obtain Canadian goods.
  - ii) The Colombo Plan introduced Canadian goods to new markets in Asia.





Digitized by the Internet Archive  
in 2012 with funding from  
University of Alberta Libraries

<http://archive.org/details/statementconcern00albe>

2. New techniques in buying developed during World War II.

- (a) Bulk buying by governments. E.g. the British government bought Canadian wheat and sold it to British millers.
- (b) War shortages were met by rationing, price control, ceiling prices, floor prices, permits and priorities. Some of this remained.

3. Canada sought to become more self-sufficient, i.e. to achieve a more balanced economy.

- (a) For the sake of national defence. During the war we were cut off from British woollens and West Indies sugar; after the war we sought to produce both at home. Cut off from Asian rubber we produced it synthetically and continued to do so after the war.
- (b) For protection against depression. Primary production is always hit more heavily than secondary production.

N.B. While more of our exports consist of secondary and semi-fabricated goods there are continuing difficulties to self-sufficiency in Canada.

- i) Our cool, temperate climate will always result in deficiency of sub-tropical and tropical goods.
- ii) Until we have a larger population the small home market will limit the number of manufactured articles which can be mass produced, and mass production is the only economic technique.

D. Canada's Trading Associates Compared.

(There are six trading areas for Canada: U.S.A., U.K., Continental Europe, the Commonwealth and Ireland, Latin America and all others.)

E. Effect on Canada of European Economic Community.

- 1. At the present time.
- 2. (To members of the Commonwealth). If Britain joins the Common Market with or without trade concessions by the E.E.C.

UNIT III. The Search for Security in the Twentieth Century

The suggestions for treatment of Unit III are to bring the textual material up to date and should to some extent direct the study of current events considered during the course.

Though space-age implications and other national and international relationships such as new economic pressures have been changing, nevertheless the basic problems, tensions, and proposed solutions still correspond to the textual content. Current events must be considered as outcomes of historical events referred to in the course. Mere memorization of isolated items is unsatisfactory and has little meaning except in a historical content that reflects an understanding of background. Though time is limited, current events must receive attention and their selection should show their historical significance and relevance to important concepts of some unit of the course.





The following sub-sections of the unit (pp. 132-267) should be given less intensive teaching in order to have more time for later developments:

1. Chapter VII - The spread of western Civilization (pp. 133-135)
  - New products (pp. 135-137)
  - The international aspect (pp. 141-142)
2. Chapter IX - Preliminaries of peace (minor details) (pp. 156-158)
  - Minorities (minor details) (pp. 161-162)
  - Mandates (classes and minor examples) (pp. 162-163)
3. Chapter X - Security and disarmament details (the nine-power and the five-power treaties; London Treaty) (pp. 171-175)
  - Nationalism and self-determination (teach only the significant lessons with examples) (pp. 175-176)
4. Chapter XI - The isolation party of the United States (omit all but the interpretation and application of the Monroe Doctrine and the retreat from isolation) (pp. 184-188)
5. Chapter XV - World peace is threatened in many areas (the areas listed should be reviewed and revised to bring the students up to date on the most important places of tension) (pp. 257-259)

Sections or topics that should be stressed:

1. The rise of socialism (especially Marxism) (p. 137)
2. The balance of power (pp. 144-147)
3. The settlement of Europe (especially in relation to the causes of World War II) (pp. 158-161)
4. The League of Nations (basic principles) (pp. 167-169)
5. Soviet Communism (program and ideology) (pp. 195-200)
6. Aggression by the totalitarian states, Japan, Italy, Nazi Germany; Munich Pact (pp. 201-212)
7. World War II. Similarity of causes to those of World War I. Only most significant phases (pp. 212-219) Results.
8. The United Nations - structure, aims, charter, achievements, problems; similarities and contrasts as compared with the League (pp. 260-265)
9. The Cold War (causes, course, participants) (pp. 223-230, 238-239)
10. The peace treaties after World War II (pp. 235-238)
11. Pacts and alliances associated with the Cold War (especially the Cominform and the Russo-Chinese Alliance; and also the Western Union, NATO, the Nine-Power Treaty; SEATO; and the non-military Colombo Plan) (pp. 240-252)
12. Armaments and disarmaments (including nuclear) (pp. 252-254)

NOTE: The material for the following may be found in WORLD PROBLEMS by Carter; W. J. Gage Limited, reviewed in the 1962 May Newsletter from the Department of Education. Also useful would be World Affairs magazines since 1956; the 1962 edition of MAKING OF TODAY'S WORLD by Hughes, Pullen; Allyn and Bacon.

1. Developments in the United Nations

- (a) Increase in membership
- (b) Shifting of influence by increased membership
- (c) The office of Secretary General and his work
- (d) Work of the United Nations in the Congo
- (e) Problems of the United Nations, e.g. financial support.



2. Developments in the Communist Camp
  - (a) Advance of Communism in Southeast Asia, Tibet, Latin America, Africa
  - (b) Changes in the Soviet Union: repudiation of Stalinism; liberalization and lessening of controls; conflicts within the Kremlin; participation in United Nations; economic aid to under-developed countries
  - (c) Ideological differences between the Soviet Union and Red China
  - (d) Control of the satellite states: the Hungarian revolt (1956) concession to Poland; riots in East Germany; the flood of refugees and the iron curtain; conflicting issues over Albania; relations with Yugoslavia.
3. Developments in the Western and Democratic World
  - (a) Strengthening of military alliances - NATO, SEATO, CENTO
  - (b) The Austrian Peace Treaty (1955) and its implications
  - (c) The economic recovery of Western Europe. The Schuman Plan (ECSC); Euratom; the European Common Market (ECC); Franco-German rapprochement and its significance; European trade blocks.
4. New Developments in the Cold War
  - (a) The "Geneva spirit" and the later conferences; the disarmament conferences
  - (b) The problem of German unification
  - (c) The U-2 incident and the problem of inspection
  - (d) The Berlin crises: western forces in Berlin; a treaty for East Germany
  - (e) The testing of nuclear devices.
5. A Third Force in the Cold War
  - (a) The emerging nations of Africa and Asia
  - (b) The Arab states of the Middle East and North Africa; Nasser
  - (c) The Suez dispute and its outcome
  - (d) India's policy of neutralism or non-alignment
  - (e) Race conflict in Africa: Its significance and danger
  - (f) Indonesia and the dispute over West New Guinea .
6. Unrest in Latin America
  - (a) The problem of Communism in Cuba; expulsion from O.A.S.
  - (b) The disorders of Argentine, Brazil, Venezuela, Dominican Republic.
7. The Exploration of Space. Achievements of U.S.S.R., U.S.A.

#### UNIT IV. Nationalism and the Modern World

Points of view and general conclusions have not changed but attention might be given to such recent developments as:

##### A. Commonwealth Problems

- Separatism as an extension of the items on Sectionalism (p. 342)
- Recent additions to the Commonwealth
- Withdrawals - South Africa
- Unstable conditions in other areas.



## B. Recent Expressions of Nationalism

- (a) Decline of colonialism - Brief references to:
  - overseas Netherlands Empire
  - the change from the French Union to the French Community under the Fifth Republic
  - in various parts of Africa, e.g. the Congo
- (b) Implications of changes in maps of Asia and Africa
- (c) Current events pertaining to nationalism suffer from lack of background knowledge concerning Indian, Belgian, Dutch, Portuguese, French or Spanish empires.

## UNIT V. The Canadian Citizen and His Government

The suggestions are not intended to replace the items of the Guide but to indicate some features of stress and supplementary information.

- A. More stress on the meaning and importance of local self-government and less emphasis on outside influences and their historical development other than as a basis of authority.
- B. Types of local self-government in Alberta, including counties with a brief comparison to that of other provinces. Attention might include:

Metropolitan areas

City Act of Alberta

The ward system

Systems of voting - simple plurality  
- single transferable vote  
- proportional representation

## C. Problems of Local Self-Government

- powers and functions of autonomous bodies within local government systems
- provincial supervision of these
- proportions or percentages of averages of sources of revenue and expenditure.

## A blank ledger page with a vertical double line and horizontal ruling. The page is divided into two columns by a vertical double line. There are 15 horizontal lines, creating 16 rows. A small dot is visible on the vertical double line, approximately one-third of the way down from the top. The page is otherwise empty.

F 255



H 69 A327 1965  
ALBERTA DEPT OF EDUCATION  
STATEMENT CONCERNING SOCIAL  
STUDIES 30 --  
39830537 CURR HIST



\*000017454851\*

H 69 A327 1965  
Alberta. Dept. of Education.  
Statement concerning social  
studies 30. -  
39830537 CURR HIST

CURRICULUM GUIDE

**For Reference**

NOT TO BE TAKEN FROM THIS ROOM

EXCEPT WITH LIBRARIAN'S PERMISSION

